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in Collaboration with
Balai Bahasa Provinsi Jawa Tengah



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“The Role of Indigenous Languages in Constructing Identity”

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NOTE

This international seminar on Language Maintenance and Shift V (LAMAS V for short) is a continuation of the previous LAMAS seminars conducted annually by the Master Program in Linguistics, Diponegoro University in cooperation with *Balai Bahasa Provinsi Jawa Tengah*.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this compilation of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists 92 papers presented at the seminar. Of these papers, 5 papers are presented by invited keynote speakers. They are Prof. Aron Reppmann, Ph.D. (Trinity Christian College, USA), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, USA), Dr. Priyankoo Sarmah, Ph.D. (Indian Institute of Technology Guwahati, India), Helena I.R. Agustien, Ph.D. (Semarang State University, Indonesia), and Dr. M. Suryadi, M.Hum. (Diponegoro University, Indonesia).

In terms of the topic areas, the papers are in sociolinguistics, psycholinguistics, theoretical linguistics, antropolinguistics, pragmatics, applied linguistics, and discourse analysis.

NOTE FOR REVISED EDITION

There is a little change in this revised edition, which as the shifting of some parts of the article by Tatan Tawami and Retno Purwani Sari entitled “Sundanese Identity Represented by the Talents of *Ini Talkshow* A Study of Pragmatics” on page 166 to 167. This has an impact on the change of table of contents.

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"The Role of Indigenous Languages in Constructing Identity"

WEDNESDAY, SEPTEMBER 2, 2015					
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A STUDY OF THE PERCEPTUAL BELIEFS AND THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY FOR LANGUAGE LEARNING

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Abstract

This paper is a temporary report of a project investigating the ICT gadgets in a survey study involving students of Senior High Schools in Central Java, Indonesia. The purpose of this study is to investigate how ICT is perceived and used by high school students as well as to disclose how the students have made use of the technological gadgets for language learning-related activities. The study employs a mixed method by which data were garnered from questionnaire surveys and focus group discussion. This is reported in the very end of the project stages and the results of which suggest that the research subjects perceive the ICT very positively and that, overall, respondents have frequently used them for various day-to-day activities. Another finding also suggests that the majority of respondents admit that they use the gadgets for various learning-related activities despite less so for learning English, bringing with it an implication on the change of policy by schools or educational policy makers to consider integrating the technology into a more purposeful learning uses.

Keywords: ICT, perceptual beliefs, technological gadgets, language learning-related activities.

INTRODUCTION

Research indicates that human perceptions about technologies determine their attitudes towards them (Aviram & Tami, 2004). Thus, prior to attempting to make use of it, understanding of users' perceptions or beliefs about ICTs is crucial to be established. The use of technological tools to boost learning is influenced by several factors. Research has identified the perceptual beliefs of human beings as the major determinants of their practical attitude towards anything. Positive beliefs inspire individuals to take interest while negative feelings motivate them to stay away (Aviram & Tami, 2004). Based on this understanding, it is necessary that research on the users' beliefs or perceptions about the IT available at hands be conducted in order for directing the trajectory of future IT-based learning.

The objectives of this study are to know the extent to which high school students perceive the use of the technology for the assistance of learning. Data were collected through questionnaire surveys and Focus Group Discussion (FGD).. Though our focus is on perceptual beliefs of the IT, questions also cover practices of the use of the IT in order to find out how much the IT has been used particularly for English-skill-related activities.

ICT and Learning

As cited by Chen (2011) research done by Chapelle, 2001; Egbert, Chao, & Hanson-Smith, 2007; Salaberry, 2001; Zhao, 2003) has shown that the use of technology can broaden the horizons for learning an L2, and also have an impact on the nature of both the acquisition process and the object of study. The use of technology helps learners to expose themselves to English.

To know the use of social media tools as a learning resource, Liu (2010) has investigated student's use of different social media tools, their perceptions and attitudes towards these tools and their preference of social networking groups. The result shows that the students use Facebook, Wikipedia and YouTube. They use these social media for social engagement, direction communication, speed of feedback and relationship building. Based on the findings of the study, Liu (2010) suggests that teachers integrate social media tools into current educational system as a teaching and learning resource to assist the process of curriculum delivery and to use social media as a parallel learning channel to compliment current curriculum delivery and to extend the learning environment to the real world and to enrich students learning experiences with real life practices.

The previous pilot study involving 112 University students in Semarang, conducted by Suratno, et al. (2013) suggests that all the students of the faculty of Letters, SCU have made IT gadgets part of

their day-to-day life activities. As indicated by the responses of the questionnaire, smart phones have been the most frequently and laptops as their second most frequently-used gadgets. They all enjoy using the technological gadgets and they admit that their vocabulary expands as a result of using gadgets. In addition, learning through the facilities offered by the Internet, as they admit, is both interesting and engaging and their listening skills improve as a result of using the technological gadgets.

METHODS OF DATA COLLECTION AND ANALYSIS

Population and Sample

The population of this study is students of high schools, both public and private, in Semarang City. The total respondents were 400.

Data collection

To obtain the data, we administered a survey questionnaire to the selected respondents. The instrument for this study was purposively designed close-ended questionnaire to provide a descriptive quantitative analysis and FGD.

Data analysis

Mode, Mean and the Standard Deviations were statistical parameters of the analysis. The lower the Mode suggests the less positive the perception of the respondents and vice versa. Similarly the lower the Mean suggests the less important the item of the questionnaire and vice versa. Prior to data analysis questionnaire was piloted to 20 high school students to establish the validity and the reliability to establish content validity following Creswell (2003).

DATA ANALYSIS AND DISCUSSION

1.1 Quantitative Analysis

The pre-data collection was preceded by the validity test of the 62 items of questionnaire showing 4 items invalid which required revision. The validity was determined by comparing the counted *r value* and *r table*. The *r table* of (.05) is **0.359**. More than 95% items were valid and only 4 items were invalid which required revision. As for the invalid items revision has been made by simplifying the wording of the questionnaire.

The validity (consistency) test indicates that *r table* at (.05) is **0.359**, while the value of Alpha is **0.957**, that means the standard of consistency of the instrument is well met.

1.1.1 Perception

To determine the perception, the Likert Scale was used based on 4 options (1=absolutely disagree; 2=disagree), to represent negative perception; 3=agree; 4=absolutely agree), to represent positive attitude. Modus was the statistical instrument to measure the perception as shown below:

T1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	6	1.5	1.5	1.5
2.00	23	5.8	5.8	7.3
3.00	286	71.5	71.5	78.8
4.00	85	21.3	21.3	100.0
Total	400	100.0	100.0	

From the table, 71.5 % respondents chose 3, meaning that they perceived that technological gadgets indeed are useful for the day-to-day life, and 21.3% respondent perceived them very positively. There was only 7% respondents have negative perception.

1.1.2. The general use of Gadgets

The second section of the questionnaire consists of 12 items related to the general function of gadgets the respondents generally use in day-to-day activities. 4 options of Likert Scale (1=never, 2=rarely, 3=often, and 4=very often) were provided and established through the statistical Mode. Apart

from the three activities, i.e. on-line gaming, emailing, and participating in discussion forum, they have made use of the gadgets for various day-to-day positive activities with the average value of Mode 3. This means that overall the ICT gadgets are potentially maximized for positive activities, especially where more purposeful and structured activities may be concerned

Statistics

	Baca dan mengirim Email	Percakapan OL	Membaca berita	Menggunakan Ensiklopedia	Pencarian informasi praktis	Pencarian informasi belajar	Belajar dengan software	Ikut dalam forum diskusi	Bermain Game OL	Menjelajah Internet iseng	Menonton dan download	Mengupdate status sosmed
Valid	400	400	400	400	400	400	400	400	400	400	400	400
Missing	0	0	0	0	0	0	0	0	0	0	0	0
Mode	2.00	3.00	3.00	3.00	3.00	3.00	3.00	2.00	2.00	3.00	3.00	3.00

Table 4: The Modus of the non-school gadget use

1.1.3. Specific use of gadgets

Measured the same way with 4.1.2, this section results show that when it comes to the use of the gadgets for more academic activities, the responses were far less positive. This indicates that the use is predominantly for leisure instead of academic. The temporary conclusion that can be drawn from this section is that there has not enough attempt made at both an individual or institutional level to optimize the wealth of the technological gadgets for educational purposes. It is a challenge for school institutions to respond to such a wealth and potentials of learning offered by the gadgets.

Statistics

	Mengerjakan PR	Menjelajah Internet Tgs	Jelajah Internet info belajar	Menjelajah Info pekerjaan	Komunitas OL ut belajar	Ikut forum OL	Ikut prog belajar OL	Kumpulkan dan simpan info	Mengirim mail tugas sekolah	Sosmed ut tugas sekolah	Medsos ut kontak guru	Mengirim tugas sekolah	Download Web Sekolah	Cek info sekolah/kampus	upload Info Pribadi	update dan unggah info
Valid	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mode	3.00	3.00	3.00	1.00	2.00	2.00	2.00	2.00	2.00	3.00	2.00	3.00	3.00	2.00	1.00	2.00

Table 5: Value of Modus of academic use

1.1.4. Gadgets for Learning English

The fourth section consisting of 16 items of questionnaire, pertaining to the use of the gadgets for learning English, respondents were confronted with such statements as the use of the gadgets for improving the English skills through watching and listening to English speaking people downloadable from U-tube, finding information in English, doing various English quizzes of vocabulary, grammar, reading, writing in English. Options were made available in 4 Likert scale (1=never, 2=rarely, 3=often, and 4=very often).

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Semua gadget ut meningkatkan BI	400	1.00	4.00	2.6200	.76293
OL Video ut berlatih mendengarkan	400	1.00	4.00	2.2800	.77660
Quiz OL Audio ut berlatih mendengarkan	400	1.00	4.00	2.2000	.77233
Non-Quiz OL Audio ut berlatih mendengarkan	398	1.00	2.00	.2864	.26306
OL Grammar Exercise	400	1.00	4.00	2.1700	.81410
OL Vocabulary Exercise	400	1.00	4.00	2.3175	.84468
OL Reading Exercise	400	1.00	4.00	2.2075	.80689
OL Voice Recorder for Pronunciation	400	1.00	4.00	2.0325	.81123
Email for Writing Practice	400	1.00	4.00	2.1625	.87636
Sosmed Chatting for Practising English	400	1.00	4.00	2.9025	.87459
Download Informasi BI ut Sumber Belajar	400	1.00	4.00	2.5625	.87636
Menerima dan mengirim pesan singkat dalam BI	400	1.00	4.00	2.5150	.82855
Mengunggah tulisan BI ke Internet	400	1.00	4.00	2.3125	.91484
Mengakses Video dlm BI	400	1.00	4.00	2.3925	.96476
Forum Diskusi BI	400	1.00	4.00	1.9850	.83157
Membaca dan mencari Informasi pengetahuan dlm BI	400	1.00	4.00	2.5975	.81680
Valid N (listwise)	398				

Table 6: Mean Value of the gadgets use for learning English

The table shows that the mean value is 2.5 within the standard deviation of 0.75. This can be interpreted as first, the respondents have their gadgets but have yet to use them for activities relevant to learning English purposes. These results, at the same time, indicate that despite the availability of the gadgets, the use for learning English remains average or far from optimum. In other words, the swift advancement of the technology is not automatically followed by the advancement of its use for learning in particular where learning English is concerned. Second, the results also signal that schools in general, have not optimally made use of the gadgets for the benefits of the learning and teaching activities, while potential for learning very often exceeds the demand for learning in this ever progressing world.

CONCLUSIONS AND SUGGESTIONS

1. The research respondents perceived the ICT gadgets positively suggesting that they regard that the gadgets were indeed useful and has a great deal of potentials in their day-to-day life. Such a positive perception was supported by the responses exposed through the focused-group discussion. The respondents overall admit that the presence of the technological gadgets is of high importance in their life.
2. The survey data managed to disclose that respondents have generally used the ICT gadgets for the positive activities of necessity, such as on-line chatting, reading news, searching for information, surfing the Internet for information, opening dictionary and Encyclopaedia, watching video, downloading information, etc.
3. As regard the statistical data on the use of the ICT gadgets for learning-related activities, the findings suggest that respondents have made use of them, however erratically, for such a wide range of purpose as to support learning, to search for information to complete school home work, to download information pertinent to school assignment, and occasionally for submitting assignment. Unfortunately, however, respondents have not taken advantage of the gadgets to specially use for improving and learning English.

Below are some suggestions drawn from the research findings. The analysis reveals that ICT gadgets bring with them the substantial potentials should they be optimized for learning through systematic and purposeful activities properly designed by school managements. This is on the basis of the fact that even without being instructed students have individually, despite less intensely, made use of the gadgets for various positive purposes relevant to personal school demand. The problem, therefore,



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